

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lee Middle School	57727100000000	4/23/2024	5/23/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lee Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- English Learners

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lee Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
English Learners

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, and District Office Administration. The process consisted of analysis of various data points from the California Dashboard, and local site level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.
- The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
  - strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
  - the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
  - programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.
- The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
  - a school and family engagement policy
  - a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

This ATSI plan meets state and ESSA requirements:

- In partnership with stakeholders (including the principal and other school leaders, teachers, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan .

# Educational Partner Involvement

How, when, and with whom did Lee Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Lee Middle School's Site Council meets at least five times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple partner groups at Lee Middle School, including ELAC (English Learner Advisory Committee), School Site Council, staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for Lee Middle School students' academic performance, attendance, reclassification, and suspension rates. Groups also reviewed site-based data such as grades, attendance, student surveys, our Social-Emotional screener, etc. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff, and students.

### STUDENT INPUT

Student input was gathered through a survey focused on Academic Achievement and School Climate, of which 445 students responded as well as data from the CA Healthy Kids Survey, which 98% of our 7th Graders took this Spring, and the PASS Screener which 98% of all students took in the Fall and again in the Spring. Student focus groups were created, with a balanced representation of student groups including our Students with Disabilities and English Learner subgroups. 98 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified academic achievement, attendance, and suspension rates as areas of concern. Students then provided an analysis of causes and collaborated to provide recommendations to improve student outcomes. Our Student Advisory Committee comprised of a representative from each 4th-period class, started the needs assessment process in December, bringing feedback from their classes to discuss data and ideas around Academics, Attendance, and Social-Emotional Support. Discussions related to student connectedness, student engagement, and motivation continued at the December, January, and February meetings. As a follow-up, our student advisory committee met in early April, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions and those from the focus groups, and provided feedback on the strategies chosen for implementation. As a result of the feedback that students in particular gave, recommendations impacted our SPSA. In particular, students really liked that we provided them with an ASB sticker so they can attend school events free of charge (impacting student engagement and feelings of connectedness), and we will continue that this year. Our students also identified activities such as field trips that greatly impacted them in gaining information about college and career options, and they wanted more access to those opportunities, so we continued funding them. Students responded favorably to being involved in making change, so we will continue to expand programs such as the Student Advisory Committee and Safe School Ambassadors to involve more students in those Leadership opportunities. Overall, our student input led to affirming specific actions, revamping those they didn't find as impactful, and adding new strategies to improve their experience here at Lee Middle School.

### STAFF INPUT

Additional needs assessments were conducted with staff. On February 1st, our Leadership Team met to discuss and analyze data to lead their departments in the needs assessment process. On January 24th, February 15th, and March 8th, department teams reviewed Lee Middle School students' performance data, identified Academic Achievement as an area of need, and proposed actions and strategies to support these needs. Areas of concern included low achievement in ELA and Math on the CA Dashboard and district assessments. The leadership team followed up with a discussion of overall trends, suggestions, and needs from individual departments to gather a schoolwide perspective. Needs assessment meetings were also held with ELAC on February 22nd and March 29th and the School Site Council on January 23rd and March 13th. In all meetings, student Academic Achievement was identified as the primary need in addition to Social Emotional Support and School Climate and Culture work. Throughout the needs assessment process, each group discussed information and developed ideas for all students as well as specific ideas to support our English Learners, Socioeconomically Disadvantaged students, and Students With Disabilities since those subgroups have identified Lee in need of ATSI support. Feedback received related to our students with Disabilities and English Learner groups indicated a need to focus on a more effective intensive academic intervention plan and intensive attendance intervention for them, as well as providing enriching experiences differently since many are not able to take elective classes due to the need for AVID Excel and Directed Studies Support.

Staff reviewed the SPSA on April 10th, and provided additional feedback. Student Advisory Council reviewed the SPSA and provided feedback on April 11th. ELAC and the School site council reviewed the plan at their April meetings,

considered recommendations and feedback from all groups, and School Site Council finalized/approved the SPSA on April 23rd.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Lee Middle School, with the support of WJUSD's Educational Services department reviewed staffing and funding, and did not find disparities.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Two areas need significant improvement with Red indicators on the CA Dashboard. These are Suspension Rate and English Learner Progress. Our suspension rate is 12.2% overall, a slight increase from 12.1% last year. Our White and English Learner subgroups were suspended more than the other subgroups so specific attention will need to be paid to those groups and defining strategies to lower the suspension rate for all students. The two largest categories for suspensions came from physical fights and drug use/possession on campus. To address the suspension rate we have provided drug/alcohol counseling and have offered Social-Emotional support to suspended students to address the underlying causes of these behaviors. We have put great effort into our Tier 1 PBIS system to teach routines and expectations proactively. We have worked with our teachers on Tier 1 classroom practices to de-escalate behaviors before students must be sent out of class. In English Learner Progress we declined significantly from the previous year with a 15.5% decline. We must closely track additional data points throughout the year to provide earlier intervention opportunities for our English Learner students. Earlier in the year we began a concerted effort at talking with our English Learners about ELPAC testing and why Reclassification is essential to them. We also used the newly released Interim ELPAC practice tests to provide real opportunities for our students to learn more about the test and what is required to pass. Students appear to be more focused and have set goals for reclassification. We also utilized the reinstated Alternative Reclassification process to reclassify as many of our dually identified English Learners as possible. Teachers have also focused on English Learners when analyzing common assessment data in their PLC teams and have planned specific actions to address the needs of their English Learner students.

Two additional areas that need improvement are Orange on the CA Dashboard. These are in the areas of English Language Arts and Math achievement. Our English Learners saw the sharpest decline in English Language Arts at 15 points, followed by Socioeconomically Disadvantaged students at 5.5 points and Hispanic students at 3.6 points. Students with Disabilities increased 8.8 points and White students increased 3.3 points. Our English department has responded by instituting interventions based on specific data they have analyzed in their PLC teams. They have also instituted the use of the SBAC Interim tests to give students more practice with SBAC style questions and have instituted a practice they call "Instant Replay" to give students specific feedback on their answers on common assessments. In Math, overall our students increased by 5.4 points. All subgroups increased led by Students with Disabilities with a 25.5 point increase, White students with a 13.1 point increase, Hispanic students with an 8 point increase, Socioeconomically Disadvantaged Students with a 6 point increase, and English Learners with a 3.2 point increase. While encouraged by these increases, Math remains a significant concern at just under 100 points below standard overall. We have been working with a Solution Tree Consultant all year to provide intensive, high-quality Professional Development to our math teachers at the middle school level focused on engagement and rigor and how to embed PLC practices in their work.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There is one area on the Dashboard where two student groups have two performance levels below all student performance: chronic absenteeism. 42.3% of English Learners and 46.1% of Students with Disabilities were chronically absent last year. These two student groups were the only ones to increase as every other group, and the "all student" performance declined. This indicates a need for targeted Attendance Intervention for those two groups as we work to lower chronic absenteeism rates overall. We have been working hard this year to target our English Learners who are chronically absent by engaging families with personal phone calls, home visits, and an increased number of SART meetings and SARB referrals when necessary. Having an additional day of Attendance Liaison support has enabled us to expand our efforts to work with families to reduce barriers to absenteeism. For our students with disabilities, Case Managers have been working with families to highlight the importance of attendance, and we have discussed in IEP meetings ways to remove barriers for our students with disabilities. We also have worked closely with our nurse to support the health needs of the most medically fragile of our students with disabilities to access Home Hospital Instruction when necessary.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lee Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.69%	1.48%	3	4	9
African American	1.3%	1.38%	1.65%	8	8	10
Asian	1.6%	2.93%	2.47%	10	17	15
Filipino	0.2%	0.17%	0.33%	1	1	2
Hispanic/Latino	73.6%	75.17%	74.63%	455	436	453
Pacific Islander	0.5%	0.52%	0.66%	3	3	4
White	18.3%	16.21%	15.49%	113	94	94
Multiple/No Response	2.4%	1.38%	2.64%	15	8	16
<b>Total Enrollment</b>				618	580	607

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	313	275	321
Grade 8	305	305	286
<b>Total Enrollment</b>	618	580	607

#### Conclusions based on this data:

1. Our overall student enrollment for the last 3 years has fluctuated to around 600 students +/-20.
2. Demographic groups have remained relatively consistent. Our Hispanic/Latino population continues to be our largest demographic group with 75% of our students belonging to this demographic with White students being our second largest demographic group at just over 15%.
3. Enrollment has increased for the 2022-2023 school year, and it is projected to grow even more for the 2023-2024 school year. These are the highest numbers we have seen in the last five years. However, we expect our enrollment to decline significantly for the 2024-2025 school year. This fluctuation in enrollment is making it challenging for us to staff our school adequately.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	93	102	96	15.00%	17.6%	15.8%
Fluent English Proficient (FEP)	233	199	200	37.70%	34.3%	32.9%
Reclassified Fluent English Proficient (RFEP)	15	14	14	16.1%	13.7%	14.5%

### Conclusions based on this data:

1. Our total English Learners (EL) population has remained relatively constant at between 15 and 17.6% of students over the past three years.
2. Our total population of fluent English proficient students has declined over the last 3 years by 4.8%.
3. Our total population of reclassified fluent English proficient students has remained relatively consistent over the past 3 years. While this number exceeds the state average, we continue to look for ways to increase reclassification. We have taken advantage of the reinstated alternative reclassification process to increase our numbers and have employed strategies to ensure every English learner does their best on the ELPAC test.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	305	278	313	0	273	303	0	270	302	0.0	98.2	96.8
Grade 8	303	304	288	0	293	272	0	293	271	0.0	96.4	94.4
All Grades	608	582	601	0	566	575	0	563	573	0.0	97.3	95.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2492.	2503.		7.41	6.29		19.63	26.49		30.00	29.14		42.96	38.08
Grade 8		2516.	2491.		6.48	4.80		27.30	19.19		28.33	24.35		37.88	51.66
All Grades	N/A	N/A	N/A		6.93	5.58		23.62	23.04		29.13	26.88		40.32	44.50

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.78	10.26		62.96	59.27		29.26	30.46
Grade 8		10.92	5.19		56.31	48.89		32.76	45.93
All Grades		9.41	7.87		59.50	54.37		31.08	37.76

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.61	10.93		44.32	50.99		45.08	38.08
Grade 8		8.19	7.41		45.73	41.85		46.08	50.74
All Grades		9.34	9.27		45.06	46.68		45.60	44.06

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.07	8.94		65.93	70.20		20.00	20.86
Grade 8		9.56	8.15		73.72	66.30		16.72	25.56
All Grades		11.72	8.57		69.98	68.36		18.29	23.08

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.48	7.95		58.52	63.58		30.00	28.48
Grade 8		11.26	11.44		66.89	60.89		21.84	27.68
All Grades		11.37	9.60		62.88	62.30		25.75	28.10

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#### Conclusions based on this data:

1. Lee Middle School has continued to test a high percentage of students each year since the pandemic halted testing.
2. Overall, the percentage of students meeting and exceeding standards in English Language Arts (ELA) has remained nearly the same; the percentage of students not meeting standards has increased by 4%. This would suggest more focus on intervention for students in the lower two bands.
3. The percentage of students not meeting standards in writing decreased slightly, but it remains our area of greatest need. Continued focus on explicitly teaching writing across the curriculum is needed. The Listening and Research/Inquiry strands are the areas with the best results. Reading is the second-most area in need of attention, and teachers have been working diligently in their PLC this year to institute new practices in reading (and writing) to improve student outcomes.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 7</b>	305	278	313	0	270	302	0	269	301	0.0	97.1	96.5
<b>Grade 8</b>	303	303	288	0	293	274	0	290	272	0.0	96.7	95.1
<b>All Grades</b>	608	581	601	0	563	576	0	559	573	0.0	96.9	95.8

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 7</b>		2473.	2475.		6.69	5.32		12.64	14.62		27.88	25.25		52.79	54.82
<b>Grade 8</b>		2464.	2468.		5.17	7.72		11.03	7.72		19.31	21.32		64.48	63.24
<b>All Grades</b>	N/A	N/A	N/A		5.90	6.46		11.81	11.34		23.43	23.39		58.86	58.81

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 7</b>		10.41	8.33		37.92	41.67		51.67	50.00
<b>Grade 8</b>		8.97	8.49		37.24	39.11		53.79	52.40
<b>All Grades</b>		9.66	8.41		37.57	40.46		52.77	51.14

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.58	5.98		52.04	48.84		42.38	45.18
Grade 8		4.48	5.51		50.00	37.87		45.52	56.62
All Grades		5.01	5.76		50.98	43.63		44.01	50.61

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.69	2.99		57.62	60.80		35.69	36.21
Grade 8		3.79	6.25		54.14	51.47		42.07	42.28
All Grades		5.19	4.54		55.81	56.37		39.00	39.09

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Lee Middle School continues to test a high percentage of students, with more than 95% of students tested.
- Math achievement has remained relatively consistent over the past two years. Overall, more than 50% of our 7th Graders and more than 60% of our 8th Graders do not meet math standards. This would indicate a continued significant need in math and should drive our focus moving forward with the need to develop interventions at all tiers. We have been engaged in intensive professional development this year in math and see some promising signs of improvement with our SBAC interim scores.
- Our area of greatest strength in math is in the area of Communicating Reasoning with 61% of students near/at/above standard. There was a greater than 6% increase in the percentage of students below standard in Problem Solving and Modeling. This would indicate an area of focus on Problem-Solving within the math curriculum and interventions.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1529.3	1540.7	1526.1	1535.7	1546.8	1523.8	1522.5	1534.1	1528.0	52	49	43
8	1525.6	1529.4	1527.0	1519.4	1536.9	1524.0	1531.2	1521.5	1529.6	41	48	43
<b>All Grades</b>										93	97	86

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	19.23	25.00	11.63	30.77	37.50	32.56	30.77	18.75	44.19	19.23	18.75	11.63	52	48	43
8	4.88	6.25	13.95	53.66	52.08	37.21	31.71	22.92	23.26	9.76	18.75	25.58	41	48	43
<b>All Grades</b>	12.90	15.63	12.79	40.86	44.79	34.88	31.18	20.83	33.72	15.05	18.75	18.60	93	96	86

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	38.46	31.25	23.26	36.54	45.83	48.84	9.62	12.50	16.28	15.38	10.42	11.63	52	48	43
8	24.39	25.00	20.93	41.46	54.17	41.86	24.39	10.42	20.93	9.76	10.42	16.28	41	48	43
<b>All Grades</b>	32.26	28.13	22.09	38.71	50.00	45.35	16.13	11.46	18.60	12.90	10.42	13.95	93	96	86

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7		10.42	6.98		20.83	25.58		41.67	27.91		27.08	39.53		48	43
8		0.00	6.98		18.75	23.26		47.92	34.88		33.33	34.88		48	43
All Grades		5.21	6.98		19.79	24.42		44.79	31.40		30.21	37.21		96	86

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	19.23	12.50	11.63	59.62	62.50	69.77	21.15	25.00	18.60	52	48	43	
8	7.32	6.25	9.30	78.05	72.92	67.44	14.63	20.83	23.26	41	48	43	
All Grades	13.98	9.38	10.47	67.74	67.71	68.60	18.28	22.92	20.93	93	96	86	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	65.38	77.08	53.49	21.15	14.58	39.53	13.46	8.33	6.98	52	48	43	
8	46.34	54.17	48.84	46.34	31.25	34.88	7.32	14.58	16.28	41	48	43	
All Grades	56.99	65.63	51.16	32.26	22.92	37.21	10.75	11.46	11.63	93	96	86	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	11.54	10.42	13.95	28.85	45.83	27.91	59.62	43.75	58.14	52	48	43	
8	26.83	6.38	13.95	21.95	29.79	39.53	51.22	63.83	46.51	41	47	43	
All Grades	18.28	8.42	13.95	25.81	37.89	33.72	55.91	53.68	52.33	93	95	86	

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.77	8.33	11.63	76.92	77.08	79.07	17.31	14.58	9.30	52	48	43
8	0.00	0.00	6.98	90.24	89.58	69.77	9.76	10.42	23.26	41	48	43
All Grades	3.23	4.17	9.30	82.80	83.33	74.42	13.98	12.50	16.28	93	96	86

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**Conclusions based on this data:**

1. Lee Middle School students' overall scores on the English Language Proficiency Assessments for California (ELPAC) decreased by 22-23, except for written language for our 8th graders.
2. For overall language in 2023-23, 12.79% were at Level 4, 44.34.88% were at Level 3, 33.72% were at Level 2, and 186% were at Level 1. Compared with previous year's data, there was a slight decrease in students at Level 4, a moderate decrease at Level 3, a moderate increase at Level 2, and nearly the same performance at Level 1.
3. Students scoring at Levels 3 and 4 declined by 10.69% for Oral Language; in Listening, they increased in the Well Developed and Somewhat Moderately Developed categories by 2%; in Speaking, they declined by less than a point; and in Reading, they increased by 1.36%. Writing fell by 3.78% in the Well and Somewhat/Moderately Developed categories, although the number of students in the Well Developed category doubled. Based on this, the lowest area overall continues to be reading, and more emphasis must be put on that area to help our English learners gain.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>607</b>	<b>81.5</b>	<b>15.8</b>	<b>0.2</b>
Total Number of Students enrolled in Lee Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	15.8
Foster Youth	1	0.2
Homeless	7	1.2
Socioeconomically Disadvantaged	495	81.5
Students with Disabilities	107	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.6
American Indian	9	1.5
Asian	15	2.5
Filipino	2	0.3
Hispanic	453	74.6
Two or More Races	16	2.6
Pacific Islander	4	0.7
White	94	15.5



**Conclusions based on this data:**

1. Lee Middle School has 15.8% of its overall population identified as English Learners (EL). With such a large percentage of EL students, it is important to train ALL teachers in the English Language Development (ELD) Standards and specific strategies to help our EL students progress in English acquisition. Continuing to implement the EL Roadmap is a priority, as is increasing the use of EL Shadowing Strategies and the Ellevation platform.
2. Our percentage of students identified as students with disabilities (SWD) grew again this year to 17.6%. With such a large percentage of SWD, it is essential to train ALL teachers in Universal Design for Learning (UDL) and differentiation strategies to ensure access to the general education curriculum and provide adequate support to serve our SWD. Supporting and improving co-teaching partnerships and push-in paraprofessional support will continue to be a focus as developing intensive interventions in the Directed Studies classes.
3. Lee Middle School continues to have large numbers of Socioeconomically Disadvantaged (SED) students, growing from 61.2% to 81.5% over the past few years. Our most prominent ethnic group is Hispanic, at 74.6%. With such large numbers, it is vital to ensure culturally relevant content, environment development, and additional support for our SED students both within and outside the school day. Hence, they feel connected, supported, and represented in our school and curriculum.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Our English Learner Progress Indicator dropped dramatically this year into the Red. We have renewed our focus on preparing students for the ELPAC exam so they can show what they have learned throughout the year and strengthen professional development around the needs of English learners.
2. According to the dashboard, our English Language Arts and Math performance indicators are both in the "orange" category. While ELA remained relatively flat, Math gained 5 points overall and significantly increased within our

Students with Disabilities category of 25 points. Still, both areas need improvement. The professional learning community's work has been strengthened, so the staff ensures that ALL students learn at high levels using a data-driven systemic approach. In addition, systemic interventions must be developed and implemented to accelerate student growth.

3. According to the dashboard indicator, our suspension rate is in the Red Category. Implementing the Social-Emotional Learning Curriculum and Restorative Practices as part of a comprehensive Multi-Tiered System of Support will be prioritized, and alternatives to suspension will be developed when possible. The dashboard indicates that our chronic absenteeism is in the Yellow Category. We will continue to develop and implement a comprehensive attendance plan to impact these numbers, especially with our English Learners and Students with Disabilities, who have the highest chronic absence rate.

# School and Student Performance Data

## Academic Performance English Language Arts

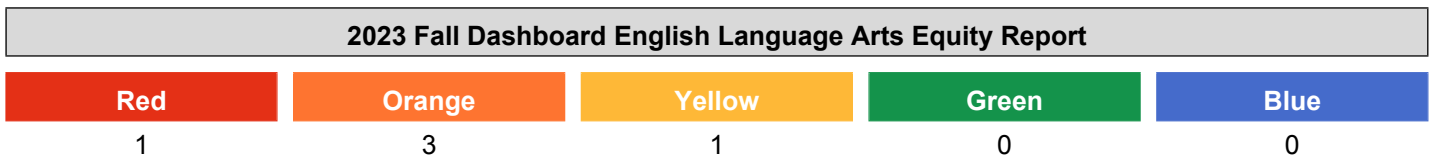
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 58.6 points below standard Decreased -5.2 points 559 Students	<p><b>English Learners</b></p>  Red 114.6 points below standard Decreased Significantly -15.3 points 136 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 67.9 points below standard Decreased -5.5 points 459 Students	<p><b>Students with Disabilities</b></p>  Orange 120.7 points below standard Increased +8.8 points 97 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  9 Students	Less than 11 Students  9 Students	31.5 points below standard Decreased -11.2 points  14 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.9 points below standard Decreased -3.6 points  420 Students	83.4 points below standard  16 Students	Less than 11 Students  2 Students	 Yellow 30 points below standard Increased +3.3 points  85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154.1 points below standard Decreased Significantly -16.9 points  63 Students	80.6 points below standard Decreased Significantly -16.2 points  73 Students	50 points below standard Decreased -5.4 points  283 Students

#### Conclusions based on this data:

- Overall, English Language Arts (ELA) performance is in the Orange Category at 58.6 points below standard for all students. English Learners (EL) are in the Red Category, decreasing 15.3 points from the previous year. Students with Disabilities (SWD) are in the Orange category and improved by nearly 9 points. Continuing to implement and further develop our Professional Learning Community practices will be essential to ensure ALL students learn at high levels and implement systemic intervention for our EL and SWD groups.
- There is some disparity between ethnic groups, with Hispanic students in the Orange Category declining by 3.6 points and White students in the Yellow Category improving by 3.3 points.
- Current English Learners and Reclassified English Learners saw nearly identical drops in performance of more than 16 points, while English-only students saw a smaller drop of 5.4 points overall. Renewing focus on support and intervention for our English learners will be important moving forward.

# School and Student Performance Data

## Academic Performance Mathematics

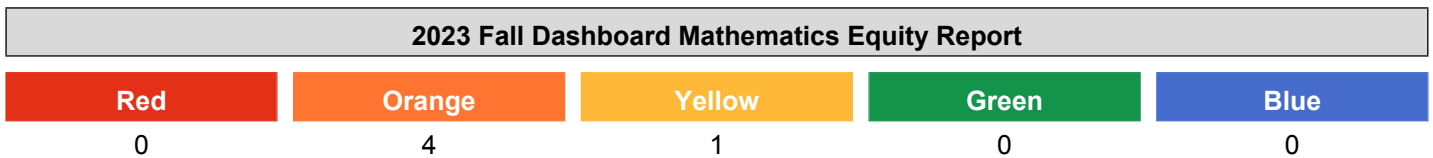
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>99.6 points below standard</p> <p>Increased +5.4 points</p> <p>558 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>157.9 points below standard</p> <p>Increased +3.2 points</p> <p>137 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>112.5 points below standard</p> <p>Increased +6 points</p> <p>459 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>157.8 points below standard</p> <p>Increased Significantly +25.5 points</p> <p>97 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  9 Students	Less than 11 Students  9 Students	44.4 points below standard Maintained -1.4 points  14 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 107.7 points below standard Increased +8 points  420 Students	105.4 points below standard  16 Students	Less than 11 Students  2 Students	 Yellow 58.5 points below standard Increased +13.1 points  85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
200.1 points below standard Decreased -5.2 points  63 Students	121.9 points below standard Increased +8.4 points  74 Students	90 points below standard Decreased -4 points  281 Students

#### Conclusions based on this data:

- Math achievement is in the Orange category, with all students scoring 99.6 points below the standard. We did see an increase of 5.4 points overall. Still, we will keep math as a primary area of focus for us next year. Our Math PLCs will need more collaborative time to implement strategies learned in their intensive training this year and time to analyze data and plan interventions to respond to student needs.
- All of our targeted subgroups saw growth in math this year, with Students with Disabilities seeing the most significant development of 25.5 points. Our English Learner (EL) students saw an increase of 3.2 points, and our Socioeconomically Disadvantaged students increased by 6 points. All still need continued accelerated growth and will be a particular point of focus during data analysis in our PLC Team Collaborative discussions.
- Both of our significant Race/Ethnicity subgroups showed gains with Hispanic students growing by 8 points and White students by 13.1 points. Our current English Learners declined by 5.2 points, which tells us that we need to enhance support for our English Learners in the area of Math.

# School and Student Performance Data

## Academic Performance English Learner Progress

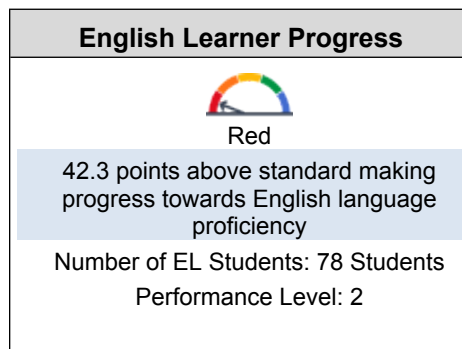
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	27	0	33

#### Conclusions based on this data:

1. There are 78 English Learner students at Lee Middle School, a decline from previous years.
2. The overall performance level for English Learner (EL) students declined significantly from last year, reaching the Red Category at 42.3%. We are conducting a deep dive into the data to determine the areas that caused the decline so we can plan to implement support in those areas.
3. 33% of our English Learners progressed one level or more, 27% maintained levels, and 18% declined one level. We need to build upon the strategies that we have been working hard on the past couple of years (more academic talk in classrooms, EL Shadowing strategies-reciprocal teaching and think-pair-write-share, etc.) and work to provide more support and motivation for students to progress in their levels. Based on anecdotal data from students, we included far more instruction around types of questions on the ELPAC. We provided more practice for students while implementing the ELPAC Interims as well. Students seemed to take the testing very seriously this year, with the motivational pieces explaining the benefits of reclassification and how vital the ELPAC is to that goal.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

### 2023 Fall Dashboard College/Career Equity Report

Very High      High      Medium      Low      Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

### 2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

#### Conclusions based on this data:

1. n/a

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 34.8% Chronically Absent Declined Significantly -4.2 626 Students	 Red 42.3% Chronically Absent Increased 4.8 104 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
63.6% Chronically Absent Maintained 0 11 Students	 Yellow 36.6% Chronically Absent Declined Significantly -6 514 Students	 Red 46.1% Chronically Absent Increased 3.1 115 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
63.6% Chronically Absent 0 11 Students	Less than 11 Students 10 Students	40% Chronically Absent Increased 21.8 15 Students	Less than 11 Students 2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 34.9% Chronically Absent Declined Significantly -4.4 464 Students	40% Chronically Absent Increased 6.7 20 Students	Less than 11 Students 4 Students	 Orange 33% Chronically Absent Declined -7.4 100 Students

**Conclusions based on this data:**

- Overall, Lee Middle School's chronic attendance decreased significantly by 4.2 points from last year, with 34.8% percent of students chronically absent, putting us in the Yellow Category.
- Our Asian, African-American, Two or More Races, Students with Disabilities, and Homeless subgroups' chronic absence rates are significantly higher than the "All Students" group. This tells us we need a more targeted outreach program to engage these families in reducing student absences.
- English Learners, who had historically been our group with the highest attendance percentage pre-pandemic, are among the most chronically absent, with 42.3% meeting the criteria for chronic absence. This subgroup increased chronic absence by 4.8 points, while the school overall saw a reduction of 4.2 points. We have conducted a deep data dive into the causes and are developing specific additional supports and targeted outreach to our EL families to ensure these numbers improve.

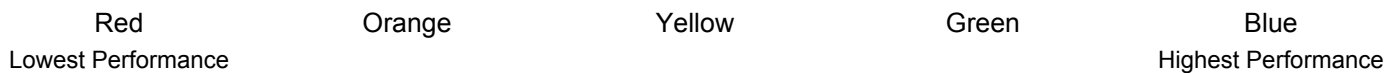
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

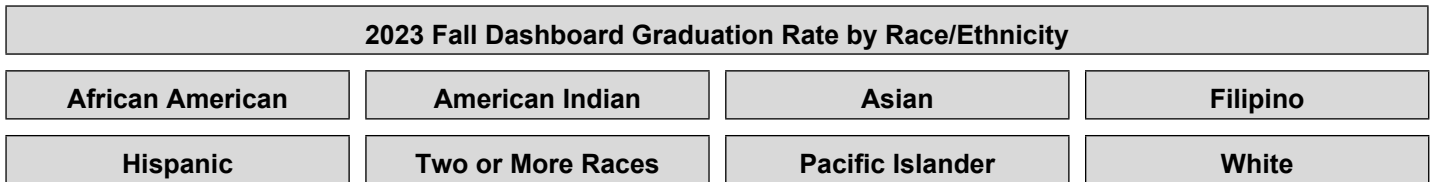
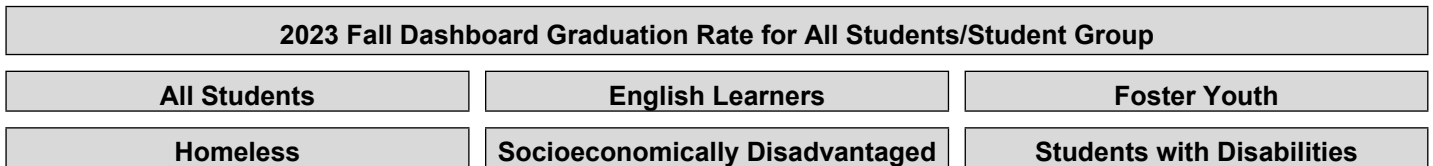
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

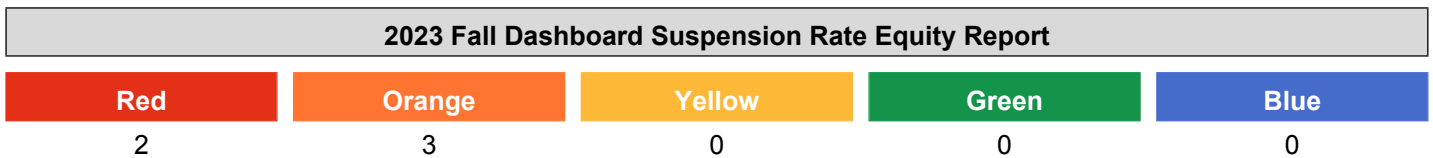
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>12.2% suspended at least one day</p> <p>Maintained 0.1 641 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>15.6% suspended at least one day</p> <p>Increased 1.4 109 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>33.3% suspended at least one day</p> <p>Increased 33.3 12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>12.9% suspended at least one day</p> <p>Declined -0.6 527 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>16.9% suspended at least one day</p> <p>Declined -1.1 118 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>18.2% suspended at least one day</p> <p>11 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>0% suspended at least one day</p> <p>Declined -9.1 19 Students</p>	<p>Less than 11 Students 2 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Orange</p> <p>12% suspended at least one day</p> <p>Maintained 0.2 474 Students</p>	<p>4.8% suspended at least one day</p> <p>Declined -8.6 21 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> Red</p> <p>15% suspended at least one day</p> <p>Increased 2 100 Students</p>

**Conclusions based on this data:**

1. The dashboard shows our suspension rate remained about the same as last year with 12.2% of students suspended 1 or more times.
2. English Learners' suspension rates increased to 15.6%, while white students saw an increase to 15%. We need to continue to implement Tier 1 training regarding Restorative Classroom practices and providing de-escalation strategies, as well as enhance our Positive Behavior Intervention and Support system and Tier 2 and 3 supports for students.
3. Students with Disabilities have the highest suspension rate overall at 18%, down from 21.7%. Additional training is needed for staff working with our Students With Disabilities about suspension rates, de-escalation, and developing a more restorative classroom and school climate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After analyzing Dashboard data and conducting a comprehensive needs assessment with school partners, the identified need was to provide more opportunities for meaningful engagement in VAPA and college—and career-related activities and supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of students who participate in VAPA (Visual and Performing Arts).</p>	<p>21-22 School Year 170 Students participated in Visual and Performing Arts classes during the 21-22 School Year. Courses offered include Intermediate Band, Advanced Band, Mariachi, Strings, Guitar, Choir, and Arts &amp; Media.</p> <p>22-23 School Year During the 22-23 school year, we anticipated a drop in this number due to the unexpected loss of our music teacher. We sought to create additional opportunities for students to access visual and performing arts activities to compensate for these losses. 117 Students enrolled in VAPA classes this year (we were able to offer Intermediate Band, Advanced Band, Mariachi/Guitar, Strings, and Arts &amp; Media. In addition to these classes, many more students participated in other co-curricular VAPA opportunities that we provided. We provided a whole school assembly featuring Sacramento Taiko Dan, a field trip for 44 students to the Mondavi Center to see Yamato: Hinotori's performance, 45 students attended a field trip to the Crocker Art Museum; 32 students took a field trip to the TANA Art gallery; we took 100 students to the Mondavi Center for the Alvin Ailey Dance Theater performance; 12 students will attend the Call of the Wild play at the Mondavi Center; and 25 students are attending a weekly art class during lunch that we are offering with the support of Young Arts.</p> <p>23-24 School Year This year, 179 students participated in Visual and Performing Arts classes, including advanced—band, Intermediate Band, Choir, Strings, Mariachi, Guitar, Yearbook, and Arts &amp; Media. We continue to provide additional opportunities for students to have VAPA-related experiences through field trips and extracurricular activities, including a new Drama Club in which 30 students are participating.</p>	<p>We anticipate a slight drop in numbers next year due to declining enrollment overall at Lee. However, we expect to continue supporting VAPA opportunities outside of VAPA classes so that all students have access to enriching experiences.</p>
<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p>	<p>*only 2 years of Data is available due to this being a new award</p> <p>22-23 School Year</p>	<p>Increase the number of students earning the Biliteracy Pathway Award by 50%.</p>



	<p>4 Students earned the Biliteracy Pathway Award</p> <p>23-24 School Year 2 Students earned the Biliteracy Pathway Award</p>	
<p>Number of students participating in meaningful college/career experiences.</p>	<p>21-22 School Year In-person College and Career experiences were severely curtailed this year due to the inability to take field trips coming back from COVID. Many teachers, especially in the AVID program, endeavored to provide students with virtual experiences such as college tours, museum tours, etc. We partnered with Junior Achievement to offer a virtual career fair in which all students participated. We also provided all elective teachers access to the Mike Smith Future Forward program.</p> <p>22-23 School Year Our students participated in at least one meaningful college/career experience this year. All AVID and AVID Excel (173students) classes took multiple field trips to colleges in our area (CSUS and UCD) as well as to museums; the ELD class (14 students) went to UCD, Ethnic Studies and Dual Immersion (32 + 84 students) went to SF State, 6 students attended the EmpowerHer leadership conference at UCD, 25 students participated in MESA Day Competition at UCD, 100 students are going to UCD in April for a Mondavi Performance, our SDC class (8 students) are going to UCD in May for a Mondavi performance, EAOP and EAP programs will also take students to UCD this Spring. All students will participate in Career Day from March to May during counselor presentations in partnership with the Junior Achievement Program. 181 students are enrolled in Career Research and CTE courses. 100 students participated in our Leadership Development Day in September, and 50 students attended the CADA Area A student conference in October. All 8th graders attended Future Wolf Day in February to preview the CTE programs at WHS. 25 Students will attend the CADA Leadership Development workshop in May. 32 Ag Science students will attend a field trip to Bayer Lab in May.</p>	<p>Continue to provide opportunities for ALL students to participate in meaningful college/career experiences.</p>

	<p>23-24 School Year</p> <p>Nearly all of our students will participate in one or more meaningful college/career experiences this year:</p> <p>College/Career Field trips=694 students</p> <p>Career R&amp;D classes=62 students</p> <p>CTE classes 46 students</p> <p>EAOP &amp; ETS presentations= 475 students</p> <p>2 Guest Speaker opportunities=80 students</p> <p>Future Wolf Day CTE Tour at WHS-all 325 8th Graders</p> <p>8th Grade Math Field Trip to UCD-100 students</p> <p>MESA Day 3/2 (12 students)</p> <p>EmpowerHer 3/6 (13 students)</p> <p>Cesar Chavez Youth Leadership Conf. 3/16 (10 students)</p> <p>AVID Excel 8-Sac History Museum 3/19</p> <p>AVID 8 to CSUS 3/25-55 students</p> <p>AVID 7 to Crocker Art Museum &amp; Old Sac.</p> <p>Music in the Park field trip 4/27-65 students</p> <p>EAOP to UCD 4/30-55 students</p> <p>ETS to UCD 5/22-27 students</p> <p>AVID 7 to Sac State 4/27-50 students</p> <p>AVID 7 to UCD 5/29-50 Students</p> <p>AVID 8 to Chico State in May-55 students</p> <p>AVID Excel 8 and ELD Classes to UCD-60 students</p> <p>Schoolwide Career Day planned for May-all students</p> <p>Leadership Development Day-75 students</p> <p>Music Club Field Trip to Chico State Music Program</p>	
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Strategy 1.1: Deepen our work around rigorous, accessible learning for all to ensure students are ready for high school and provide opportunities to explore college and career options.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>AVID Program Support (Coordinator extra duty pay, Tutors, PD, and field trips)</li> </ul>	All Students, explicitly focusing on strategies for Students with Disabilities, English Learners, and Socio-economically Disadvantaged Students.	<p>15,356 Supplemental/Concentration</p> <p>31,750 Title I Part A: Basic Grants Low-Income and Neglected</p>

	<ul style="list-style-type: none"> <li>• College/Career Awareness Activities and Field Trips</li> <li>• Provide additional opportunities for student participation in Visual and Performing Arts and STEM activities</li> <li>• Materials, Supplies, Technology, and Copies to support intervention and differentiation needs of students</li> </ul>		
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we met the intention of our 2023-24 SPSA strategies for Goal 1 this year. The strategy in Goal 1 was all about providing the materials, technology, training, and support for our students and staff, which we could do to a great extent. We could see the effectiveness of these strategies in classrooms throughout the campus as teachers implemented their new learning and collaborated to benefit students, the growth of our AVID program, and the overall success of our AVID students. We continued to offer real-world experiences for our students through field trips and had nearly all of our student population able to attend a college or career-related field trip. We also continued the new tradition of taking all of our 8th-grade students over to WHS for "Future Wolf Day," where they had the opportunity to attend presentations for all of the CTE programs available to them next year in high school. Students were excited about seeing these programs in person and reported that it helped to inform their choices for their high school pathways. We also continued to improve our career day activities based on feedback from students and staff from last year's career day.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the most part, we had no significant differences between intended implementation and budgeted expenditures. When we noticed we might have budgeted too much for AVID tutors, we found other areas of need they could support, such as in our math classes to boost overall student understanding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We saw a slight decline in our teachers attending the AVID Professional Development that SCOE offers this year. After discussing this with staff and the Leadership team, we are going to try to offer more of a group approach to this PD instead of people doing it on their own. This will hopefully entice staff to come while also providing a more collaborative approach and enhanced implementation.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After analysis of our local school Dashboard and local data, it was determined that the following were needed: continued work on creating high-functioning Professional Learning Communities; increased student opportunities for academic and social-emotional intervention and extended learning (especially with regard to our Students with Disabilities, Socioeconomically Disadvantaged students, and English Learners), and to continue the work of building and maintaining a positive school culture and climate for all students. A more positive culture and climate should decrease chronic absenteeism and suspension rates and increase student sense of safety and connectedness.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Performance level on ELA ( English Language Arts) and Math Academic Indicator.</p>	<p>ELA 2020-21 SBAC not given due to Covid</p> <p>2021-22 “Low” overall 53.4 points below standard English Learner students were 99.3 points below standard Students with Disabilities were 129.4 points below the standard Socioeconomically Disadvantaged students were 62.4 points below standard</p> <p>2022-23 “Orange” overall 58.6 points below standard English Learner students were 114.6 points below the standard Students with Disabilities were 120.7 points below the standard Socioeconomically Disadvantaged students were 67.9 points below standard</p> <p>Math 2020-21 SBAC not given due to Covid</p> <p>2021-22 “Very Low” overall 104.9 points below standard English Learner students were 161.1 points below standard Students with Disabilities were 183.3 points below the standard Socioeconomically Disadvantaged students were 118.54 points below standard</p> <p>2022-23 “Orange” overall 99.6 points below standard English Learner students were 157.9 points below the standard Students with Disabilities were 157.8 points below standard Socioeconomically Disadvantaged students were 112.5 points below standard</p>	<p>Our target for ELA and Math on CAASPP is to improve the distance from the standard by 5 points, with accelerated growth for targeted subgroups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students).</p>
<p>Performance level on English Learner Progress Indicator (ELPI)</p>	<p>English Learner Progress Indicator on Dashboard (ELPI) 2020-2021 No ELPI due to dashboard suspension 2021-2022 57.8% made progress 2022-2023 42.3% made progress</p>	<p>Our target is to increase the percentage of English Learners making progress towards proficiency in the English Language by at least 3%.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on</p>	<p>There is no SBAC Data for 2020-21 due to Covid.</p>	<p>We aim to increase the percentage of students meeting or exceeding Standards on the SBAC English</p>

SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	<p>In 21-22, 30.55% of students met or exceeded the SBAC English Language Arts test Standards.</p> <p>In 22-23, 28.62% of students met or exceeded the SBAC English Language Arts test Standards.</p>	Language Arts test by 5% with accelerated growth for our targeted subgroups.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	<p>There is no SBAC Data for 2020-21 due to Covid.</p> <p>In 21-22, 17.71% of students met or exceeded the Standards on the SBAC Math test.</p> <p>In 22-23, 17.80% of students met or exceeded the Standards on the SBAC Math test.</p>	We aim to increase the percentage of students meeting or exceeding Standards on the SBAC Math test by 5% with accelerated growth for our targeted subgroups.
Percentage and number of students who are chronically absent	<p>Number of chronically absent students 2020-21 CA Dashboard suspended-no data</p> <p>2021-22 "Very High" overall 39% Chronically Absent (226 students)</p> <p>2022-23 "Yellow" overall-34.8% Chronically Absent (211 students)</p> <p>The 2022-23 Baseline for English Learner Students is 42.3% chronically absent</p> <p>The 2022-23 Baseline for Students With Disabilities is 46.1% chronically absent</p>	<p>We aim to decrease our chronically absent percentage by 3% overall to 31.8%.</p> <p>Our target for English learners is to decrease by 4% to be under 40%</p> <p>Our target for Students with Disabilities is to decrease by 6.2% to be under 40%</p>
Student sense of safety and school connectedness	<p>Student sense of safety and school connectedness</p> <p>2021-22 CHKS 50% of 7th-grade students said they felt safe or very safe at school (12% do not feel safe), and 59% of 7th-grade students reported feeling highly connected to the school. On the PASS Screener, 73.5% of all students reported feeling highly connected to school.</p> <p>2022-23 CHKS 45% of 7th-grade students said that they felt safe or very safe at school (13% do not feel safe) 48% of 7th-grade students reported feeling highly connected to the school. On the PASS screener, 70% of all students reported feeling Highly Connected to school.</p> <p>2023-24 CHKS 45% of 7th-grade students reported feeling safe or very safe at school (15% do not feel safe); 48% of 7th-grade students reported feeling highly connected to school. On the PASS Screener, 71% of all students reported feeling highly connected to school.</p>	<p>Decrease the percentage of students who do not feel safe or very safe at school by 5%</p> <p>Increase the percentage of students feeling highly connected to school on the CHKS by 5% and on the PASS Screener by 3%.</p>

<p>Suspension rate</p>	<p>Suspension Rate  2020-21 No data due to dashboard suspension  2021-22 "Very High" overall-12.1%  Suspended at least 1 day  2022-23 "Red" overall-12.2%  Suspended at least 1 day</p>	<p>Our target is to reduce the suspension rate to less than 11% overall.</p>
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>On the 2021-22 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions:  The school encourages me to be an active partner with the school in educating my child-83%  School staff treats parents with respect-87%  School keeps me well informed-88%  School Promotes Academic Success for All students-87%  The Learning Environment is supportive and inviting-92%  The school has adults who care about students-92%  The school has high expectations for all students -74%  School is a safe place for students-89%</p> <p>On the 2022-23 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions:  The school encourages me to be an active partner with the school in educating my child-100%  School staff treats parents with respect-100%  School keeps me well informed-100%  School Promotes Academic Success for All students-83%  The Learning Environment is supportive and inviting-84%  The school has adults that really care about students-100%  The school has high expectations for all students -83%  School is a safe place for students-100%</p> <p>On the 2023-24 CA Healthy Kids Survey, parents responded "agree or strongly agree" to the following questions:  The school encourages me to be an active partner with the school in educating my child-72%</p>	<p>Our target is to maintain this high level of parent satisfaction, and work on the areas of improving safety, counseling supports and meeting students' social emotional needs.</p>

	<p>School staff treats parents with respect-73%</p> <p>School keeps me well informed-86%</p> <p>School Promotes Academic Success for All students-88%</p> <p>The Learning Environment is supportive and inviting-69%</p> <p>The school has adults that really care about students-70%</p> <p>The school has high expectations for all students -65%</p> <p>School is a safe place for students-62%</p>	
<p>Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation</p>	<p>The 2023-24 Baseline on the Self-Evaluation for PLC Implementation is 5.5 overall.</p>	<p>Increase score on the Self-Evaluation for PLC Implementation by 1.5 points to 7 overall.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strategy 2.1: Ensure quality first instruction through professional development, PLC collaboration, data analysis, and embedded support for new teachers and ensure implementation of Academic &amp; Behavioral Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) at all levels of need.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Ensure effective Professional Learning Community (PLC) collaborative structures and time for teachers to engage in collaborative work, data analysis, and intervention planning.</li> <li>• Targeted New and Struggling Teacher Support</li> <li>• Subject-specific Conferences and Professional Development</li> <li>• Implement a comprehensive multi-tiered system of support for student's academic needs and accelerate learning to close gaps</li> <li>• Embed academic intervention, enrichment, and support into the school day and beyond.</li> <li>• Continue support and implementation of schoolwide Positive Behavior Intervention and Support (PBIS) and Tier 1 behavioral and social-emotional supports for students.</li> </ul>	<p>All Students, focusing on Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.</p>	<p>26,007 Supplemental/Concentration</p> <p>51,250 Title I Part A: Basic Grants Low-Income and Neglected</p>





could continue to run our Social-Emotional Learning (SEL) Tier 2 Groups. The district also provided us with a staff member to help with academic intervention follow-up for students with D and F grades to get them back on track. While neither solution was what we had initially planned for, they did allow us to continue a high level of support for our students in the academic and Social-Emotional areas. In the area of attendance intervention, the district provided additional staff support, adding an extra day of attendance liaison support. Hence, we repurposed the funds we had set aside for that purpose into additional safety and classroom support actions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our needs assessment process showed that we need to address safety on campus more robustly. Students reported not feeling safe due to student conflicts (fights) and vaping on campus. Suspension is not an effective tool in dealing with either issue alone. We need to increase our attention to the Restorative piece of the behavior intervention process and develop effective alternatives to suspension while working with families to understand and support their students in these areas. To further address these areas, we brought the Safe School Ambassadors Program to our school, an evidence-based program involving students directly in making their campus a safer place. Students were trained this year, and we will continue implementing the program next year and beyond. This effort is funded in Goal 4 of our SPSA.









# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students, especially underrepresented groups, need to experience having their voices heard and observing actions aligned with their feedback.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.





	<p>In 2022-23, 76% (460) of all students provided feedback to the SPSA through participation in the schoolwide survey, 95% of 7th Graders provided input through the CKHS Survey, and 92 % of all students provided input through the PASS survey.</p> <p>In 2023-24, 70% (446) of all students provided feedback to the SPSA through participation in the schoolwide survey; 98% of 7th Graders provided input through the CKHS Survey, and 94 % provided feedback through the PASS survey.</p>	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>In 2021-22, 98 students (18%) provided feedback on the SPSA development through a focus group. In addition, 26 students regularly participated in our Student Advisory Committee meetings and provided ongoing feedback on the SPSA development process.</p> <p>In 2022-23, 147 (25%) students provided feedback on the SPSA development through participation in a focus group. In addition, 25 students regularly participated in our Student Advisory Committee meetings and provided ongoing feedback on the SPSA development process. In addition, EVERY student is able to give feedback through voice in our Student Advisory Committee structure.</p> <p>In 2023-24, 98 (18%) students participated in student focus groups, and 27 regularly attended Student Advisory Committee meetings, representing 20% of students giving direct feedback to our SPSA development. In addition, EVERY student can provide input through voice in our Student Advisory Committee structure.</p>	Maintain a high level of student participation in SPSA development through focus groups.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Improvement Strategy 1: Implement programs and strategies to develop student leadership opportunities, meaningful engagement, and connection to school and the community.	All Students	35,799 Supplemental/Concentration

	<p>Activities</p> <ul style="list-style-type: none"> <li>• WEB program (Leadership development, 7th Grade Support, 1st Day Orientation for all, and ongoing support throughout the year)</li> <li>• Continue support for extra and co-curricular programs on campus to support meaningful participation, student leadership development, and student voice (Leadership training, materials/supplies/curriculum, field trips, Safe School Ambassadors Program, and Student Advisory Committee)</li> <li>• Provide Enrichment Opportunities to engage students in meaningful involvement in school (ASB stickers for all students, Tracking program)</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We implemented actions for this goal as intended. The transition from our PAWS program to the nationally-recognized WEB program went smoothly, and we continued offering a first-day orientation to ALL incoming students. In addition, we expanded our first-day activities for 8th graders to include analyzing safety data and gathering their voices as to how to make Lee a safer school. The 8th-grade WEB leaders continued to support their groups of 7th graders throughout the year with lunch activities, emails, and meetups. We could send an additional staff member to training to support the program. Our Student Advisory Committee met monthly this year with a representative from every 4th-period class participating in meetings and providing valuable feedback on our school improvement efforts. Student Advisory Committee also played a vital role in developing and implementing Bullying Prevention and Kindness Campaigns on campus. In addition, we could use our funding to provide for two all-school assemblies: one targeted toward online bullying (#icanhelp) and one targeted toward suicide prevention (JJ's Foundation). We also brought the Safe School Ambassadors program to our school to involve students in providing a safe campus while receiving the training necessary to intervene in situations within their friend groups. The most significant change we made this year was to give an ASB sticker to all students at our school, and we saw a distinct increase in student attendance at school activities. ASB and Athletics were able to use the funding to provide additional activities for our students to enhance their connection to and participation in meaningful experiences at school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes will be made to this goal. Slight modifications will be made to activities offered as a result of survey data to meet the needs of current students.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$92, 209
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,121.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$91,000.00
Title I Part A: Parent Involvement	\$1,209.00

Subtotal of additional federal funds included for this school: **\$92,209.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$79,912.00

Subtotal of state or local funds included for this school: **\$79,912.00**

Total of federal, state, and/or local funds for this school: **\$172,121.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	79,912.00
Title I Part A: Basic Grants Low-Income and Neglected	91,000.00
Title I Part A: Parent Involvement	1,209.00

### Expenditures by Budget Reference

Budget Reference	Amount
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### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	79,912.00
	Title I Part A: Basic Grants Low-Income and Neglected	91,000.00
	Title I Part A: Parent Involvement	1,209.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,106.00
Goal 2	77,257.00
Goal 3	11,959.00
Goal 4	35,799.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Shelley Friery	Principal
Everett Brooks	Classroom Teacher
Alicia Cummings	Classroom Teacher
Angela Davies	Classroom Teacher
Lupita Guevara	Other School Staff
Kimberly Ellingford	Parent or Community Member
Michelle Johnson	Parent or Community Member
Jenny Deal	Parent or Community Member
Elijah Golladay	Secondary Student
Brooke Sheline	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 4.23.24

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4.23.24.

Attested:

	Principal, Shelley Friery on 4.23.24
	SSC Chairperson, Everett Brooks on 4.23.24